

THE NATIONAL CONGRESS OF MOTHERS MAGAZINE

Vol. II.

MARCH, 1908

No. 7

"For the Welfare of the Child"



PROGRAM OF THE INTERNATIONAL CON-
GRESS AT WASHINGTON IN THIS NUMBER

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Mrs. Theodore W. Birney

an introduction by G. STANLEY HALL

As the founder and promoter of the National Congress of Mothers, and for many years its president, the author of this book comes to her subject with an authority based on wide and thoughtful experience.

Her aim is to bring parents and children into closer and more sympathetic relations. She believes that parental love should be supplemented by knowledge of the child's mental, moral, and physical nature.

Some of the chapter headings are: Fear, Anxiety and Grief; Fresh Air and Respiration; Co-operation between Home and School; Individuality; Adolescence; The Christian Spirit in the Home.

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"For the Welfare of the Child"

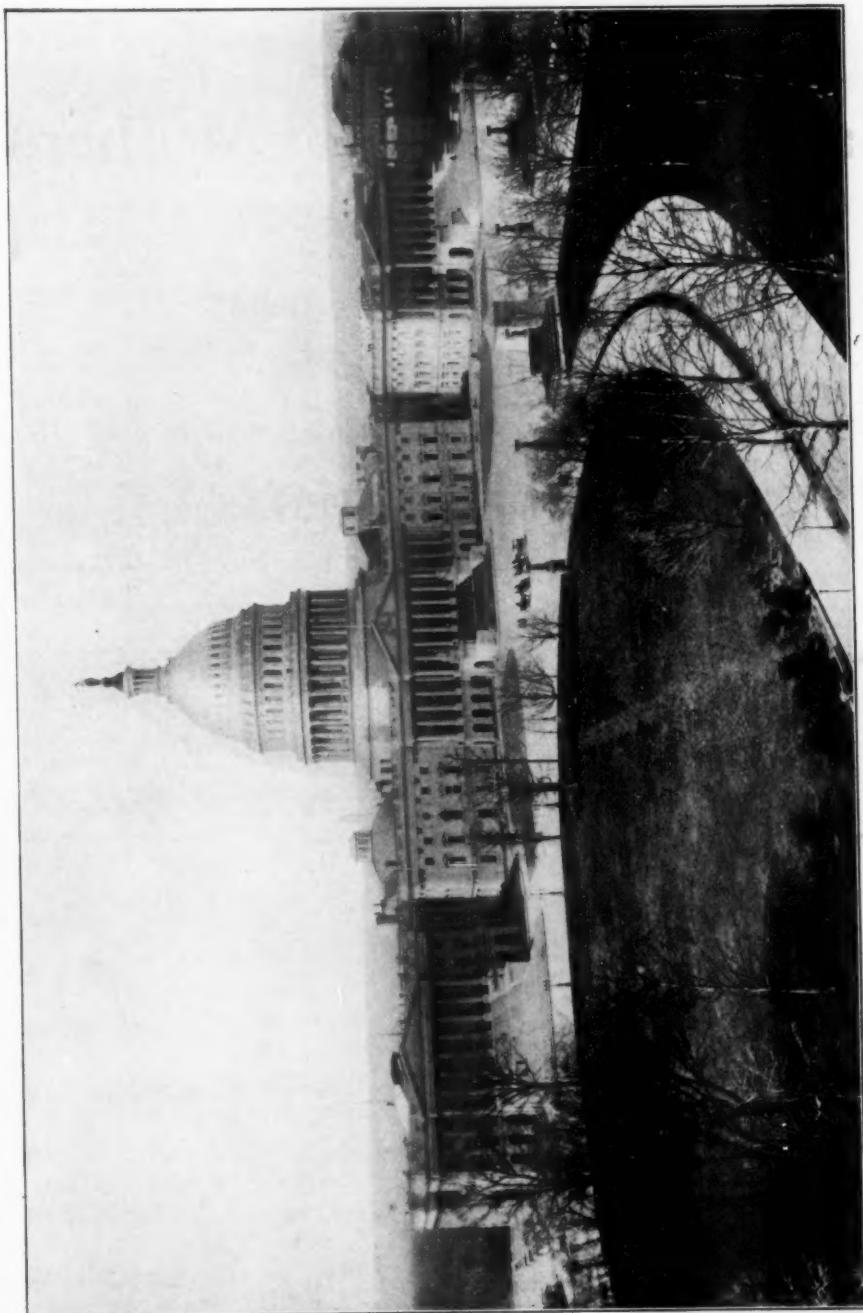
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The Capitol at Washington

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THE PRESIDENT'S DESK.

THE National Congress of Mothers meets this month in the Nation's capital, and has invited every state and every nation to participate in the consideration of the welfare of the children.

THE ELEVENTH ANNUAL CONGRESS The first Congress of Mothers was called together in February, 1897, in Washington, D. C., by Mrs. Theodore W. Birney and Mrs. Phoebe A. Hearst.

The animating purpose of the call, which resulted in the organization of the National Congress of Mothers, was the recognition of the need of all mothers for deeper, truer perception of the great duties of motherhood. To provide in some way the education which would give to childhood its highest opportunity was the great work that the new organization had in view.

"How shall the Nation Secure Educated Mothers" was one of the principal topics of the first Congress. At the same time the need for good mothering among the children of misfortune was also considered.

The same purpose which brought together the First National Congress of Mothers eleven years ago, is still the animating principle of the Congress. The experience of eleven years' work has shown practical ways of accomplishing the desired result. The study of all that affects childhood in home and state emphasizes the need for educated motherhood, and for a higher sense in women of their greatest responsibility—the care and guardianship of childhood.

To throw about every child loving, wise care in the formative years of life, is to prevent disease and crime. "She is only half a mother who does not see her own child in every child—her own child's grief in every pain which makes another child weep."

God gave to every human being a duty to perform, and when each one fills his proper place the world will move with less friction and suffering than now. Women have been entrusted with the Divine prerogative of motherhood, and in every land the destiny of the nation is in their keeping. They shape the ideals of the children; they are the strongest factor in their physical well-being, and upon them rests the duty of seeing that the environment and influences provided by the state are the best for the embryo citizen.

While Congress and parliaments are dealing principally with matters relating to material questions, the Congress of Mothers is dealing with life, character, and the welfare of immortal beings, the germ of whose future is frequently crushed by those who should know how to give it fostering care.

Good home conditions are the foundation of children's welfare, and these depend on the spirit which animates parents and their knowledge of child nature and child nurture.

The education of young men and women should not ignore subjects of vital importance, which relate to their duties as home makers and parents.

The spirit of love and service has marked the Congress since its formation. It has been one of the most deeply spiritual movements of the day. Its work has been so quiet that "the great mass of ordinarily intelligent people hardly know of the existence of forces which are doing so much to hasten the kingdom of heaven on earth," as a teacher writes us.

With renewed consecration to the great work of guarding on earth the welfare of His little ones, let us go on, confident that He will lead the way and open doors of opportunity for the children. The real things of life are those that endure to eternity. Work for children counts forever.

The last message of our founder in speaking of this Congress should bring us more closely into the real spirit of the work, and show us the ever-widening circles of influence which it may exert.

"Whether I am here or there, I shall be with you in spirit," she said.

For the first time since its organization the Congress meets without the visible presence of the gentle, loving woman whose heart went out in sympathy to childhood everywhere. She brought together and focused the movement to organize motherhood for the protection of childhood. God works through human agencies to accomplish His work for humanity. Every great movement finds its leader inspired and led by Him.

"We see but half the causes of our deeds,
Seeking them wholly in the outer life,
And heedless of the encircling spirit world
Which though unseen, is felt, and sows in us
All germs of pure and world-wide purpose."

*Pennsylvania Avenue*

A Suggestion for a Birney Memorial

By JANE A. STEWART

The passing of our beloved Mrs. Theodore Birney, the founder and originator of the National Congress of Mothers, has left to her co-workers the precious and responsible legacy of carrying on the important movement which emanated from her clear mind and loving heart.

"She sent loving messages to all her dear workers, and a heartfelt wish that they would have courage to go on with the work" writes her mother, Mrs. Harriet A. McLellan, of Atlanta, Ga., in a letter to the writer.

To the question, "what shall be our memorial to Mrs. Birney?" which is stirring the thought of the leaders,

there can probably be but one answer—to continue with unabated confidence and hope the broadly helpful enterprises of the Mothers' Congress. But while we realize that the best tribute to be paid to the beloved one gone on is in lives dedicated to more active and responsible service to humanity, is it not possible for us to mark at this time a new epoch in Mothers' Congress work by some special concrete expansive enterprise along the lines already so successfully inaugurated?

Probably at no time in its fruitful history has the Mothers' Congress conducted a more successful and typical

endeavor than that of the Mothers' and Children's Building, under the capable direction of Mrs. Edwin Grice, National Corresponding Secretary, at the Jamestown Exposition. Mrs. Birney, who made the last journey of her life to this unique establishment, was delighted with it.

This building, with its day nursery, kindergarten, mothers' library, assembly room, as a center of the child culture and protective idea, appears to the writer to point the way for future enterprise on the part of the National Congress of Mothers. What more fitting memorial to our departed leader than buildings such as this, reproduced in similar or some adaptable form, in numerous places in the United States?

The idea is a practical one and not beyond realization. It could be carried out in coöperation with kindred societies. In Washington, for example, where the initial Mothers' and Children's Birney Memorial might well be established, a site could probably be secured on some well-located playground; the existing day nursery and kindergarten societies might co-operate by conducting these features; and the building, which might be an inexpensive concrete bungalow, of simple artistic design, with vine-wreathed porches (enclosed for cooler days), might serve for the National headquarters of the Congress of Mothers. An able secretary, installed there, could perform the dual task of superintendent, supervising the educational features of the work and the bureau of information of the Congress. The funds for the erection of such a structure might perhaps be secured from wealthy philanthropists to whom the project might

well appeal in its humanitarian and educational aspects.

From such a center should go out a distinct propaganda for the training of mothers (and fathers, too,) for the vital and preëminent duties of parenthood. A university extension feature might be instituted, the loan libraries might be sent from this center to isolated mothers' clubs, and other places be annexed which would suggest themselves as the work was carried on.

As conducted in Washington, the plan might well serve as a model for other Birney Memorial Mothers' and Children's Buildings, in the playgrounds of our growing cities, especially in the congested centers where home life is menaced by untoward conditions. While it might not always be possible to build a separate structure, the Mothers' Circles could, by coöperation, frequently establish these mother-training and child-protective centres in combination with existing agencies—the college settlements, day nurseries, kindergartens, playgrounds and public educational bodies. The mothers' library, the practical talks, and the regular program of simple, child-study lessons should of course be the special feature of the Mothers' Circles endeavor.

The playhouse in Fairmount Park, Philadelphia, for example, while abundantly equipped with toys and games for children, indoors and out, with matrons, dispensary, and diet kitchen, has no feature of this sort. And a great deal of good could be accomplished among the untrained parents who frequent these admirable resorts by the opportunity for reading and books on child training and

for hearing good, plain, brief talks along this line. The settlements would undoubtedly welcome this addition, and no doubt sites could be found in congested centers for regular mothers' and children's buildings where these could be erected.

The plan for a Birney Memorial Mothers' and Children's Building in any city would form a concrete nucleus for bringing into active existence mothers' circles in places where none were before, and prove a splendid

stimulus and help, not only to the untrained mother, but to those in more happy circumstances who reach out a helping hand to their sisters less fortunately situated.

Let us not only have "courage to go on with the work," as our beloved Mrs. Birney desired with her dying thought, but also have courage to plan and undertake even greater things for God and humanity through the leverage of the united Congress of Mothers.

The Boy up to Thirteen

I. Subconsciousness

Notes on Lectures by Dr. Sherman Davis, of Indiana University, at the Pennsylvania Congress of Mothers, Harrisburg, November 8, 1908

The dominating method of development during the first eight years of a child's life is by forming highly-colored mental pictures through the special senses, particularly sight and hearing. These mental pictures are the material for the child's ever-busy imagination, which is at this age both reproductive and creative, and by means of which the child expresses or describes the images fixed upon his mind through some action of his senses.

Sometimes these images may be expressed in terms of the body, through some action of the nervous organization of the child, such as a very sensitive skin, thus we hear a child say that a thing makes him feel "crawly" when the message his nervous system conveys to his brain is as if something were crawling on that sensitive skin.

The most important and most numerous of the child's mental pictures are those produced by the accurate functioning of the eye, which make up about twenty-six per cent. of his mental life.

These mental pictures, photographed upon the mind in childhood, form one of the greatest pleasures of adult life, and the more rapidly and accurately we have trained the eye to work, the greater the pleasure we have from the sense of sight. The training of children along this line is especially neglected. We should teach them to describe pictures after a certain time of observation, or to enumerate objects placed upon a table after a few seconds have been allowed to impress the sight upon the mind, gradually shortening the time as they become more expert. The artist whose accuracy of line is remarkable, or who

excels in delineating types of character, is the man whose eye functions so rapidly that he forms a permanent mental picture of every little peculiarity in the object. Such an observer as Dickens must have excelled in this power of forming highly-colored mental pictures through the sense of sight.

Pictures do not mean to us what they should because we have not been taught to use our eyes accurately, and also because our æsthetic sensibilities have remained uncultivated during these early years.

The keenest pleasures of adulthood are derived from the sub-conscious life which is fed by the mental pictures formed prior to the tenth year. It is comparatively easy to understand the conscious activity of the mind, both inborn and acquired; but the sub-conscious life is richer, fuller, gives more pleasure to the individual and is far subtler in its actions and influences. Sub-conscious life is keenest when the strong activities of the mind are in abeyance; it is felt in moods, in emotional states, in all those conditions which border on consciousness, such as when we are just sinking to sleep or just waking, or in those highly-wrought nervous conditions when the senses are either preternaturally acute or else lulled to sleep by some influence stronger than they. At such times a word, a picture, a tune may bring to the mind a mental impression received many years before, perhaps, and unconsciously filed away by the memory. Sub-conscious life is thus the result of the accumulation of experience; it is these experiences of sight, sound, feeling or emotion which produce the most highly individualized natures. The materials

for the sub-conscious life are thus the great resource of the individual mind. The æsthetics of life, the cultivation of the artistic and emotional side of the nature, especially during the first eight years of life, is what enriches the mental life of the adult.

Twenty-six per cent. of the mental pictures formed during these early years and filed away as material for the sub-conscious life are formed through the eye, as stated before, but there is a large class also formed through the ear. The natural evolution of a child's musical sense is expressed by his successive enjoyment of the drum, the whistle or fife and of the violin. This is not only the record of the development of his musical taste, but it is the growth of the power of forming mental pictures through the ear.

In this respect also we do not prepare our children for the sub-conscious life in which consists their happiness in later years. The world is full of people who never had the power of enjoyment; art, music, poetry and many forms of recreation mean nothing to them because their sub-conscious life was not developed in childhood. The happiest people are usually the people whose sub-conscious life is fullest and richest. A highly-specialized training frequently unfits people for human life and for happiness, developing the pessimistic temperament. The all-around development in childhood makes the happiest people in adult life.

The fourth method of forming mental pictures in childhood is through motor imagery—the education by play which is so important a feature of the child's life. Anything which robs a child of this starves his adult life. In

many factories where the half holiday or whole holiday on Saturday has been inaugurated it has had to be abandoned, because the starved childhood of the operatives had destroyed in them the power of simple, healthful, natural enjoyment—work was their only refuge and their only moral safeguard. We need playgrounds for grown people, but, better yet, we should teach children to play, and let them play, until in adulthood they can have a personal life full of resources and pleasure.

There is a saying that a man working in a factory or doing other work of that nature will go crazy unless he has a sub-conscious life as a resource.

If he does not get it in his home or church or in some harmless form of amusement he will find it in the saloon.

We must keep constantly asking ourselves, "What can we do to enrich the sub-conscious life of our children?" We must not curb their imaginations—we must distinguish between the lie for a child's own benefit, and the lie of a vivid imagination, which is not a lie at all in the proper sense. A child should realize that you know that he is drawing on his imagination; it is not best for him to think he is fooling his parent, but his imagination should not be curbed. In a case where my own boy told me a wonderful story of his foot-ball, which went

on and on until it reached heaven and of how he went up after it, I waited a little and then I told him a story far more marvelous than his. He looked a little puzzled and said, "That last part wasn't really true, was it?" I said, "Just as true as your foot-ball story," and we exchanged a glance of perfect understanding.

We are not giving our children enough literature to develop the imagination; the selection of literature in our school readers does not keep pace with the development of their sub-conscious life; our school-houses are ugly barn-like structures, for the most part unadorned with pictures or objects of beauty, and as a whole the sub-conscious life receives pitifully little attention in any educational scheme. Fine pictures and good music play a very small part in the education of children up to ten, and in hundreds of schools in our country are entirely disregarded. It is not extravagant for parents to scrimp a little to have a few objects of real beauty in their homes, for we cannot overestimate the value of a really great picture or beautiful statue or rug or tapestry in forming the sub-conscious life of a child. He is not aware of its presence, perhaps, certainly not of its influence, but it becomes part of his environment and helps to form his sub-conscious life in adulthood.



Contrasts

"Little brother, little brother, so grimy, wan and weary,
 "Why go down into that pit most dark and dread?
 "See, the hills are white with snow!
 "And a-coasting we can go;
 "Then your cheeks will grow like mine, bright rosy red.
 "Little brother, little brother, so grimy, wan and weary,
 "What place is there for boyhood's joy in mines all cold and dreary?"

So called a child of daylight, passing by;
 But the little child of darkness made reply,
 "I must not join you in your play,
 "I may not see the happy day,
 "The coal I break in endless night
 "Will keep your nursery fires alight."

"Little sister, little sister, pale, pitiful and slender,
 "Do not stay among those whirring wheels so long.
 "School is over, come with me
 "To the meadows or the sea;
 "Let us fill the day with laughter and with song.
 "Little sister, little sister, pale, pitiful and slender,
 "What room is there in shop or mill for girlhood frail and tender?"

So spoke a child of freedom, passing by;
 But the little child of serfdom made reply,
 "I have not learned to laugh or sing;
 "I toil till night its rest may bring.
 "Though I know neither bird nor rose,
 "Through me your father's treasure grows."

"Little brother, little sister, so woeful in your sighing,
 "Such wrongs as these for children cannot be!
 "Did not the dear Christ love us?
 "See, His churches tower above us;
 "We are taught His blessings at our mother's knee.
 "Little brother, little sister, so woeful in your sighing,
 "Would strong men climb to riches over little children, dying?"

So the children of the sunshine, wond'ring, cried;
 But the children of misfortune low replied,
 "This Christ of yours we have not seen,
 "Nor do we know what blessings mean.
 "If Love and Law both pass us by
 "Our only protest is to die."

—*Emily Sargent Lewis*



State, War, and Navy Building

The Making of Citizens—Life Stories for Life Savers

The Possibilities in a Pyro-maniac

JAMES STRUTHERS HEBERLING, A. M.
Superintendent William T. Carter Junior Republic

In preface, permit me to state that the incidents related in this series of life stories will be strictly true. Parents and workers who may read in the lines some methods of dealing with delinquency in a child, may feel more encouraged when they know that these narratives are not bits of idealism, but authentic history. I address the readers as *life savers*, because every well-regulated home is a life-saving station, in which the mother is essentially the keeper. And again, this term best describes the present day work for children, saving them from the influences of heredity and environment, and saving them for the

commonwealth of men and the kingdom of God.

As I have watched the children whom we have trained, holding their own in the great mass of toilers, I forget the days of struggle against terrible odds, and am happy to forget them, save to take fresh courage to meet the needs of new children, just as unfortunate, like-branded and almost lost to citizenship. The passing years confirm an early impression that there is no delinquent child without virtue, and there are no children without serious delinquent tendencies. With me there is no respect of children, and the child's history

is re-written under our care. The first child whom I shall introduce to you is one who was a ward of the Congress of Mothers.

A little girl, nine years of age, a drudge in a boarding house, built a fire in the bathroom of the house she regarded as her prison, giving as her motive that she "wanted to see the engines come." The house was damaged, though not very seriously, and the child was seized by the law, rushed to a reformatory, and pronounced by press and public the worst juvenile pyro-maniac in the country. From the reformatory she was taken to the clinic of the alienists, where the most learned of the experts pronounced her a moral degenerate, adding, however, that she had one normal and hopeful feature—her eye. Two officers of the National Congress of Mothers who knew not the terrible meaning behind the word—*stigmata*—but who read in the child's face and learned from her sad history other causes for her misfortune, asked the Court to commit her to our care. This request was granted, and the child was transferred from behind the reformatory walls to the freedom of the Redington Hills.

Eight years pass away. Scene Two. A respected, dignified, self-dependent, God-fearing young woman, teaching a public school in one of our neighboring States, in which she holds a two years' professional certificate, having passed the teacher's examinations with a grade of 90 per cent. This successful teacher, this useful and respected member of society was saved for the commonwealth of men, and is the child whose hopeful eyes were, indeed, the windows of a soul.

The beginning and the end, the two

vital points of the story have been told. The history of the eight intervening years cannot be related in one chapter. When the child told us that she built the fire to see the firemen run, we did not need the evidence of the alienists. We believed the child, for we have known children to do worse deeds to gratify their desire for excitement than the building of fires. Her critics reasoned from the results of her deed; we sought the motive, and when she told it, we believed her. Consequently, she believed in us. To gain a child's confidence is to win half the battle for the child's redemption. She believed in us when she met denial as well as indulgence, when punished as well as rewarded, when criticized as well as commended, and because of this confidence in the life line we offered her she worked out her own salvation. She was unremittingly but kindly disciplined, thoroughly educated in the curriculum of a first-class secondary school, provided with proper recreations, given the best physical care, and instructed in practical, helpful Christianity. She was taught to think and act for herself. She was exercised in the art of government and all that pertains to good citizenship. She was taught to work, to spend and to save; and when she left our care, her savings of \$300 were redeemed for \$60 in American money. We sought friends for her, and aided her in securing a position of respect and confidence in one of the noblest of professions. If you knew what we know of the inherited and environing influences that marred her childhood, you would appreciate the possibilities that are in this system of helping children to work out their own salvation.

*The Congressional Library*

An Old Maid's Children

III. Theory and Practice

By MARY E. MUMFORD

"So glad to see you, Aunt Jane. This nice, warm day tempted you to spend an afternoon in the suburbs, didn't it? Take off your hat and sit right down with me here in the nursery. My maid is out, and I'm child's nurse, housekeeper and the whole domestic show for to-day. I'm darning stockings between whiles when Frederic permits, but I don't get on very fast, as you will see. The restlessness of a child of two-and-a-half years is something marvelous."

"Of course it is," said Aunt Jane, cheerily, "and we ought to be glad, because it is proof that he is normal and healthy. That's the way he grows—through his activity."

"Yes, I know, Auntie. I've been reading Herbert Spencer, and I just dote on his theories. I do think the way most people restrain children is

dreadful. There's a lot of pathos in the story of the little girl who told her teacher when she first went to school that her name was Mary Don't. I suppose she never heard anything else from morning to night, poor thing!"

"True; and there's a lot of pathos in the attitude of those mothers who have puny, quiet children, and are so proud of it. Haven't you heard them boast that their John or Sarah never wanted to go out and play—liked to sit and look at a book all day long—they never realizing that such an abnormal child ought to be put under a doctor's care? Excuse the slang, Margie, but that kind of a mother makes me tired."

"Then I'm sure you must approve my method, for I allow Frederic the most complete liberty. You see his

blocks now strewn all over—but excuse me a minute, I don't hear him about anywhere and must find out what he is doing."

She presently brought the struggling Frederic from the bathroom, where she had found him sailing paper boats in the basin. His sleeves were wet to the elbows, and his gingham romper so soaked that it had to be changed for a dry one. Aunt Jane took up her niece's darning, and when Margie came back she began on another stocking and resumed the conversation.

"Yes, as I was saying, children should never be restrained at all. This constant checking destroys all individuality, and makes the human race stupid and commonplace. No, Freddie, dear, not those scissors. The points are very sharp; you might put your eye out with them. Take the blocks and build a nice engine for Aunt Jane. There's a dear. My theory is, let them go on into danger and learn by experience the results of their own actions, and in that way, you see, character is developed. Not the rubber tube, darling. You'll pull the Welsbach light down on your precious head. If you put props and guards about a child he will never learn to stand alone. Isn't my theory about right, Auntie?"

"Why it sounds very interesting as you put it. Let me think about it a moment. If a baby stood on the edge of a precipice you would let him go on, would you?"

"Oh! now Aunt Jane, that's not fair; you are putting an extreme case. Come down, Frederic: don't lean out of that window. I declare he was just evenly balanced on that ledge! Another inch and he would have gone

over. He wants to go out of doors, and he is quite right. We ought all of us to be in the open air this fine day. I'll put him in his little pen down on the grass in the yard, and we will sit on the porch and sew."

When they were comfortably settled again, Aunt Jane, who had had quite a little season of meditation, began:

"My dear, your theory is very interesting, very plausible; but somehow my reason does not quite approve it. I'm still of the opinion that there's a good deal may yet be said for the old-fashioned notion of obedience. Yes, an absolute, unthinking habit of obedience. I do not yet see how irresponsible little human beings can be trained without it. If it seems to have failed in the past it is because parents, mothers especially, have not put it into the child's life early enough."

"At what age then, Auntie, would you begin to teach obedience?"

"As soon as the baby is born."

"Oh, how funny!"

"No, listen. You have done more of it yourself than you are aware of. The regular habits which you young mothers of to-day insist upon are excellent methods of discipline. You feed the baby at stated intervals. You have daily routine of baths and sleep. You leave him much alone, attending only to his necessary wants. You know at what a very early age he will attempt by restlessness or crying to get from you more attention, and every time you resist this demand, and insist upon the schedule, you are teaching him obedience. Now don't you see that obedience which comes in this way is not curbing character, it is not wounding self-consciousness. No discipline at this age interferes with the right development of the will, and by

the time the child is three years old the whole battle is fought and won. And, moreover, one other point; the mother who has not won loyalty and obedience at the age of three will never get it from her child. Those pitiable contests between parents and children, when the latter are old enough to assert their personality, are the result of ignorant neglect. Those parents are putting in useless seed at a time when they ought to be reaping a harvest."

"Then you think in six months more I will have Frederic perfectly trained?"

"Oh, no, Margie; but your method is so much better than your theory that the boy is already a biddable little fellow. He understands that though he resists, in the end he will have to obey. The principle is already well established and the contests will be fewer and easier as the years go on.

Aunt Jane looked at her watch. "Five o'clock, and I must catch the 5.30 train to town." Margie urged her to stay to supper, but she declined, and they went together up to the nursery to get her hat. When they returned to the porch they found that Frederic's pen was empty and the infant nowhere in sight. Then they recalled that for some little time they had not heard his merry prattle and realized that he must have succeeded in the feat many times tried of climbing over the wooden railing which enclosed him.

A half hour of intense anxiety followed. The house, the garden were

searched, the neighbors interviewed. The tramp, the horror of the rural community, was feared. Margie's lips were tense, her eyes strained. Aunt Jane repressed the anxiety she felt and kept up an outward spirit of cheer. Just as the mother was telephoning for the third time to the nearest police station there appeared at the front gate a suburban mounted policeman, with chubby Frederic sitting before him on his horse, chuckling with glee. The baby came down from his perch with great reluctance, pleading to be allowed to "go wide some more."

"Found him on the pike," explained the officer, "sitting right in the middle of the road. Took him up to the station house. They had your 'phone message, so I brought him right down here. His face is pretty dirty, but I guess you can identify him all right. Nice little chap. Expect you've worried some." Margie, covering his dirty face with kisses, bore him to the porch.

"He has outgrown his pen, Aunt Jane. Do you think obedience will keep him from running away?"

"Certainly it will," said the elderly lady, as she hastened to her train.

"Margie is a very nice little mother," she said to herself as the express steamed along to the city, "and her theories don't hurt her, because when the test comes, with the wet clothes, the scissors, the lamp, the window, the runaway, she does not try to use them on the baby. Yes, a very wise little mother," nodded Aunt Jane approvingly.

Discipline

Study Outline

By MRS. CHARLES DICKINSON

"The best way to train the young is to train yourself."

"Corporal punishment, the old system of discipline, was based on the anger of the parent, and on the rod. Perhaps old methods of treatment were relatively right, in relation to the uncontrollable children of ill-controlled parents. The newer method of discipline is based on the law that gentleness begets gentleness; justice begets justice, and right begets right. Any system of artificial rewards and punishments, by substituting for natural results of misdemeanors, certain threatened tasks and punishments, produces a radically wrong standard of moral guidance."

That some intelligent parents are dissatisfied with the old system indicates a demand for a better. We will consider some of the main features of the so-called new method.

"In preparation for guiding children do not expect from them any great amount of goodness. They are growing, not grown. Not only is it unwise to set up a very high standard for juvenile conduct, but it is unwise to use very urgent incitements to such good conduct. Be content with moderate measures and moderate results. Constantly bear in mind that a higher morality, like a higher mentality, comes slowly."

The natural method of discipline is one where the law of cause and effect is the basis. We learn from nature

the very close connection between cause and effect. We know the wind is likely to blow off a hat; fire will burn, and water wet. We should recognize this in the nursery. A child learning to walk soon learns to balance himself; then he learns to lift his feet, lest he stumble on the rug or other impediments. A mother grasps and applies nature's law when she helps a child while he learns to walk. She knows he must, through experience, learn the law of balance. Perhaps a few months later, this same child, dressed in his Sunday best, with stiff shoes, stumbles on the pavement, gets a slap from his mother. Are not hurt feelings, a scraped knee and soiled clothes enough without the illogical slap, which is after all only an expression of a mother's temper?

As a rule, children in the nursery are treated with more justice than they are later. It would seem to indicate that the maternal instinct is stronger than her reason. The environment in the nursery is more simple than in other parts of the house—it is made for the child. When he is taken out of it he is often expected to learn large truths at once, for instance, property rights. The baby is attracted by the bright binding of papa's books—the books usually belong to papa—shall he have his hands slapped because he cannot see at once the difference between the bright objects given him in the nursery and the books downstairs?

And yet he must learn. Certainly, but he must learn gradually. He must be treated as he was treated in the nursery; there is nothing in his first environment that could hurt him; you must keep him where he can harm nothing until, gradually, he learns the difference between his books and papa's books.

Mothers have been taught the theoretical value of habit. They think they must teach their children to form right habits. They usually begin with the habit of order, and whether or not the poor little one has inherited any sense of order from either parent they go to work to train the child, reasoning: "The labor of putting things in order is the natural consequence of putting them out of order." So the mother insists that the child must gather up the flowers, which he has picked to give Mama and put them in the vase. Poor, tired, perspiring, loving little man! Hadn't he done his share when he labored in the hot sun to gather the flowers? When a little girl has made a litter with her sewing for dolly and is tired, but eager to respond to the call of the other girls who are calling her to come out for a walk, theoretically, she should stop and put all in order; but at such a time a little help or other encouragement is well worth while. After a rainy day in the nursery, when every toy and plaything has been drawn from its hiding place, tea is announced and the room is to be put in order before tea may be served. Put away all the cheap as well as expensive toys of a modern nursery? Make a child take care of his room when it is littered with all the false art and other rubbish? Do not be too exacting, while you are exacting enough. Be satisfied if the child puts

a few of the flowers in a vase. Young children should not be expected to put all the playthings away; a few of the latest and newest ones, properly looked after, will establish the habit of order better than if the child lost his patience while arranging *all* the playthings. Doing a few things well and calmly, as hanging up the nightclothes, airing the bed, opening the window, is better than half doing more things. Absolute accuracy does not belong to childhood, nor does absolute order; growing accuracy, growing order is what we should seek. Be content if a child works toward good habits—we are so much more exacting of others than of ourselves. The child of orderly parents is almost sure to be at least orderly.

If a child is mean let him suffer the natural consequences; let him also suffer when he is selfish or cruel.

I hear some one ask: "Is it possible to work out logical results for all misdemeanors?" Yes, possible, but not easy. Talk about "Captains of Industry;" their task is light compared with "Captains of the Home." A mother's work requires patience, perseverance and unlimited ingenuity. The home should be simple, and one mustn't just say it; she must make the environment of a child simple, wholesome, artistic and elegant, perhaps, but essentially simple. No undue amount of starch and furbelows, to satisfy the vanity of the mother or to meet the assumed requirements of the neighbors. I would have the children help make the rules of the family, also the consequences of the transgression of those rules. For instance, teasing, quarreling, anger spoils the family harmony; therefore the offending child or parent should

be excluded from the family circle until he is normal and harmony restored. This is one reason why a mother should be sent to the hospital when she has nervous prostration. To carry out this scheme each child should have a place, however small, which is his very own, to which he may retire when desirable for a little quiet thought.

Let a child have a generous permission when it is possible. Form the habit of saying yes to a child's request unless it is a matter of right and wrong; then let your no mean no, and your yes mean yes.

"Let the child suffer natural consequences, and thus avoid the excess of control in which many parents err. The discipline of experience will save him from that hot-house virtue which over-regulation produces in weak natures, or that demoralizing antagonism which it produces in independent ones. Bear in mind that the aim of your discipline is to produce a self-governing being, not one to be governed by others."

"You must constantly discriminate between the suggestion that comes from true parental solicitude or professional desire and those that spring from love of ease, love of power or other form of selfishness; for instance, let no wife humor the father when she should serve his child. Exercise your higher feelings and restrain the lower feelings.

"Some of the advantages of the natural method of teaching children are these: 'It gives a comprehensive idea of right and wrong. 2. It tends to avoid the sulks and temper. 3. It avoids resentments and establishes a feeling of justice. 4. It creates harmony and good feeling. 5. It treats parenthood and childhood with dignity. 6. It educates for this life, and for that which is to come.'

"Though this natural system calls for much labor and self-sacrifice, it also promises an abundance of happiness, both near and remote. A good system is twice blessed—it blesses him that trains and him that is trained."

Authorities: Spencer, Henderson.

News of the States

LAYETTE WORK BY MOTHERS' CLUBS

A line of work which has been taken up by some of the mothers' clubs of Connecticut is the provision of layettes for poor mothers. It was the Hartford Motherhood Club which first began this work, but as a result of the reports of club work which are read each year at the State Congress, several other clubs in different parts of the State have now followed the example of the Hartford Club. In

Hartford the work is under the direction of a committee chosen from among the members of the club. The committee expends the money, voted by the club for this purpose, on materials for garments, and cuts out the garments. These are then distributed at the regular meetings of the club to any of the members who will undertake to make them and return them to the committee. Discarded baby garments are also contributed by many ladies. The layettes when completed

are given away on the recommendation of the members of the club. In many cases the good done does not end with the mere gift of the garments. The ladies become interested in mother and children, and their influence frequently tends towards the improvement of the home and the training of the mother in better ways of caring for her children. Sometimes the elder children are taught to make garments for the baby, and in any case the friendship and kindness shown to the poor mother at a time of crisis sheds light and joy in a life which oftentimes has known far too little of either.

A TEXAS APPLICATION

The Dallas Woman's Forum and ten mothers' circles, organized in connection with the public schools of Dallas, have applied for membership in the Congress, and announce their intention to send delegates to the International Congress. With the earnest interest evinced in many Texas towns, it should not be difficult to ally all the circles in the State.

MONTANA, TOO

The Dean of Montana State Normal College, Alice E. Hopper, is interested in forming a Congress of Mothers in Montana. She will call a meeting of mothers and teachers in Dillon in furtherance of this plan. It is encouraging to see that the educational institutions are everywhere testifying to the value of the mother work, and are seeking to organize it in many new fields. We shall welcome Montana when it knocks for entrance into the National Congress of Mothers.

FROM AN IOWA SCHOOL PAPER

The greatest educational movement started in recent years is the work of the Mothers' Congress. If the leaders of this work will do everything possible to democratize their organizations and can arouse the interest and secure the coöperation of all classes of mothers, the possibilities for good are incalculable. If, however, the active membership does not extend beyond society leaders and women of leisure, indifference and prejudice will control the great majority of mothers and render plans inoperative. The uneducated masses will not tolerate even the appearance of superior or patronizing airs. It is a great movement and requires great tact and diplomacy.—*Midland Schools, Des Moines, Iowa.*

A BEGINNING IN WISCONSIN

Prof. O'Shea, of Wisconsin University, writes: "I congratulate you upon the prospects for the International Congress at Washington. I have just written an editorial for the *Wisconsin Journal of Education*, calling attention to the magnificent work the Congress is undertaking, and the important part it is coming to play in influencing the treatment of children. We should have an organization in this State, and now that I have taken charge of the *Wisconsin Journal* I will do what I can to arouse an interest in the work."

Prof. O'Shea has made the study of childhood his first interest for many years, and no one can better aid the parents of Wisconsin to understand the characteristics and needs of the children.

WORK IN IDAHO

The annual meeting of the Idaho Congress of Mothers was held in Nampa February 11. Some of the important measures discussed at the Congress were the child labor law and the amendment to the Juvenile Court law adopted by the last Legislature. The Congress plans to present to the next Legislature a more stringent law on divorce, on the lines agreed upon by the Divorce Congress.

The Parent Teacher work in Boise and Nampa was an interesting topic on the program, and these circles will no doubt be formed in connection with the schools throughout the State.

The Congress has a firm footing in Idaho, and is becoming a power for good in educating public opinion and raising the standard of home life.

The Idaho Congress of Mothers at its annual meeting elected the following officers:

Mrs. J. H. Barton, Boise, *President*; Mrs. Forney, Moscow; Mrs. Pence, Mountain House; Mrs. W. H. Ridenbaugh, Boise, *Vice-Presidents*; Mrs. McMeekin, Nampa, *Recording Secretary*; Mrs. F. A. Pittenger, Boise, *Corresponding Secretary*; Mrs. Neal Meridian, *Treasurer*; Mrs. C. E. Brainerd, Payette, *Auditor*.

PART OF A GOOD PROGRAM

The Mothers' Club of Fort Plain, New York, has about sixty members and meets once a month. Among the topics on a very suggestive program this winter are: "Self Discipline of Mothers," "How to Make the Bible and the Sabbath More Interesting to Children," "Pure English," "Playmates," "Is Higher Education of Benefit to Women?"

MAKING STOCKING TIGHTS

The members of the Montclair Auxiliary of the Denver branch of the National Congress of Mothers, during their meetings, make tights for children known to have come to a kindergarten without any under-clothing.

The teacher of the school also makes them, and always has a working place for stocking tops, as well as ready-made tights.

The method of making is as follows: Cut two stocking tops down back seam half their length and insert a four by four inch square, forming seat. This size square makes tights for children four years and under. For six years use a six by six square. One button hole in front is enough, as the tights come high above the waist line. Hand-made ones wear well. It saves the white underclothing from the dust of the floor and does away with hard washing.

HOME AND SCHOOL MEETING IN ILLINOIS

The Illinois Congress of Mothers held a special all-day session in the Congregational Church at Sheffield, Illinois, on February 20, on the subject of "Home and School," the program embracing many phases of the subject. Among the speakers were Mrs. Brill, Mrs. Hall, Mrs. Bright and Mrs. Mary B. Page.

FOUR NEW CIRCLES IN IOWA

Mrs. Walter Brown, President of Iowa, announces the organization of four new mothers' circles in January and some good work for the Juvenile Court.

PROGRAM OF INTERNATIONAL CONGRESS—(Continued)

THURSDAY, MARCH 12 (Continued)

2.30 P. M.

TRIP TO MOUNT VERNON.

8 P. M. AT METROPOLITAN CHURCH.

INVOCATION.

"CHILD LABOR."

Hon. Charles P. Neill, Commissioner of Labor, Washington, D. C.

DISCUSSION.

"PUBLIC RECREATION."

Graham Romeyn Taylor, Chicago, Ill.

FRIDAY, MARCH 13

9.30 TO 10.30. AT METROPOLITAN CHURCH.

DELEGATES' REPORTS.

BUSINESS SESSION AND CONFERENCE.

10.30 A. M.

"HOME ECONOMICS."

Mrs. W. F. Thacher, Chairman, Florence, N. J.

"PURE FOOD IN THE HOUSEHOLD."

Dr. Harvey M. Wiley, Bureau of Chemistry, Washington, D. C.

"WHAT THE CONSUMER CAN DO FOR PURE FOOD."

Miss Alice Lakey, Chairman Food Committee, National Consumers' League.

SYMPOSIUM.

"The Heredity of the Child"—Louise Pirington, M.D., Boston.

"Patent Medicines and the Child"—Mrs. M. M. Allen.

"Alcohol and the Child"—Mrs. Cora Graham, Syracuse, N. Y.

"Sanitation"—Mrs. W. F. Thacher.

DEMONSTRATION IN COOKING.

1.30 P. M. Assembly Room. AT METROPOLITAN CHURCH.

LUNCHEON.

Given by the Natural Food Co. Tickets, fifty cents.

2.30 P. M. AT METROPOLITAN CHURCH.

"MORAL TRAINING THROUGH THE AGENCY OF THE PUBLIC SCHOOLS."

Clifford Webster Barnes, Lake Forrest, Ill.

"A PLAN FOR MORAL TRAINING."

Miss Jane Brownlee, Toledo, Ohio.

DISCUSSION.

PROGRAM OF INTERNATIONAL CONGRESS—(Continued)**FRIDAY, MARCH 13 (Continued)**

8 P. M. AT METROPOLITAN CHURCH.

INVOCATION.**SYMPOSIUM ON PARENT-TEACHER ASSOCIATIONS.**

Mrs. Edwin C. Grice, Chairman, Philadelphia, Pa.

Colorado—Mrs. Henry A. True.

Connecticut—Mrs. Charles H. Keyes.

Maryland—Mrs. James H. Van Sickles.

Massachusetts—Mrs. Fannie Fern Andrews.

California—Mrs. J. D. Gibbs.

New York—Mrs. Everett Metcalf.

Illinois—Mrs. O. T. Bright.

New Jersey—Mrs. A. E. Dodd.

"FUNCTIONS OF PARENT-TEACHER ASSOCIATIONS."

Martin G. Brumbaugh, Ph.D., Superintendent of Schools, Philadelphia.

"PARENT-TEACHER ASSOCIATIONS IN CALIFORNIA."

Miss Mary E. Ledyard, Kindergarten Supervisor, Los Angeles Public Schools.

SATURDAY, MARCH 14

10 A. M. AT METROPOLITAN CHURCH.

"BACKWARD AND DEFICIENT CHILDREN."

Dr. E. A. Farrington, Director of Department of Experimental Psychology, Bancroft Cox School, Haddonfield, N. J.

"EDUCATION OF THE DEAF."

Program in charge of Miss Mary S. Garrett, Co-Founder of the Home for the Training in Speech of Deaf Children Before They are of School Age.

"A CONSIDERATION OF THE WELFARE OF DEAF CHILDREN AND THE DUTY OF THE MEDICAL PROFESSION."

Charles S. Turnbull, M.D.

"EXTENSION OF OPPORTUNITIES FOR EARLY TRAINING IN SPEECH AND LANGUAGE FOR DEAF CHILDREN."

Hon. J. B. Showalter.

"HELPS AND HINDRANCES IN ACQUIRING SPEECH AND LANGUAGE AT THE PROPER AGE."

Mary S. Garrett. Illustrations with deaf children.

2.30 P. M. AT METROPOLITAN CHURCH.

ENTERTAINMENT TO WASHINGTON CHILDREN.**STORIES BY MISS HOLTON.****GAMES AND SONGS BY THE CHILDREN.****"A TALK ON BOOKS."**

Mrs. Herman H. Birney.

8. P. M. AT METROPOLITAN CHURCH.

STATE PRESIDENTS' EVENING.

Short Addresses by State Presidents.